

# **COACHING FOR ON-THE-JOB DEVELOPMENT**

*Connecticut Training and Development Network  
October 2001*

Connecticut Training and Development Network  
Coaching for On-the-Job Development

**TRAINING PLAN FOR GOALS #1 & #2**

***TOPIC: Goals #1 & #2 – Define coaching and mentoring and discern the difference between them.***

<b><i>INSTRUCTIONS/LECTURE NOTES</i></b>	<b><i>TIME/TRAINING AIDS</i></b>
<b><u>Trainer may use icebreaker</u></b>	3-5 minutes
Trainer introduces him/herself and the lesson topic of Coaching for On-the-Job Development and asks if anyone has ever been a coach or been coached by someone else.	35-50 minutes
Trainer will ask people who raise their hands to describe the experience and what they thought about it.	Overhead Projector & Overheads (OH) Flip charts (2) and markers Handouts
Trainer will recognize the experience of the group on the topic area of coaching by saying: “I know that we all may have different levels of knowledge and experience on the topic of coaching and I hope that you will feel free to share them with the class during this program.”	Overhead (OH) #1 Cover for Intro
Trainer will give the goal and the agenda for the program by saying: “The goal for the training is to teach you coaching skills that you can use to develop other staff.”	OH #2 Goal
“We will first discuss a definition of coaching and mentoring. We will discuss the characteristics of good coaches and we will learn a coaching model and have a chance to practice using it in class. Also, we will choose a person to coach and write an action plan to help us implement our coaching to enhance the performance of the chosen person.”	OH # 3 Agenda

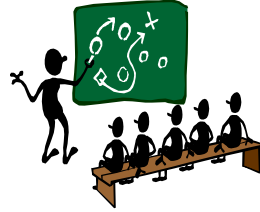
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<i>INSTRUCTIONS/LECTURE NOTES</i>	<i>TIME/TRAINING AIDS</i>
<p>Trainer will give the objectives for the class:</p> <p>“After the program, participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Define coaching, mentoring and the difference between them</li> <li>2. List characteristics of good coaches</li> <li>3. State the benefits of coaching</li> <li>4. Demonstrate good coaching skills</li> <li>5. Identify a person to coach</li> <li>6. Write an action plan to coach the chosen person”</li> </ol> <p>Trainer will assign Activity # 1 giving the participants/ groups 10 minutes to complete. Trainer will discuss the answers to the first 2 questions and tell class that their answers are basically the same as the definitions we will be using to define coaching and mentoring.</p> <p>Trainer will give the definition:  <b><i>Coaching is the process used to empower individual employees to put forth their best efforts. (Infoline, 1990)</i></b></p> <p>Trainer will give the class the definition of mentoring:  <b><i>Mentoring is a process of lifelong guidance that assists people in attaining achievement in their respective organizations and careers. (State Training Network, 2001)</i></b></p> <p>Trainer will ask the class how coaching is different from mentoring and emphasize that coaching is used to enhance immediate performance enhancement while mentoring is used to help people attain their full potential for a long time.</p>	<p>OH # 4 Objectives</p> <p>Activity # 1</p> <p>Overheads # 5 &amp; 6 Coaching &amp; Mentoring Defined</p>

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<i>INSTRUCTIONS/LECTURE NOTES</i>	<i>TIME/TRAINING AIDS</i>
<p>Trainer will then ask the class to do Activity # 2- (either individually or in small groups) and the entire group.</p> <p>Characteristics of a Coach: Participants need to think of a person who was a good coach or teacher for them and list the characteristics that made him/her effective as a coach.</p> <p>The trainer should give the class about 10 minutes and ask them to report back to class what they listed.(Trainer can list on FC or have each group do a flip chart to present back to group)</p> <p>Trainer will tell the group that the characteristics they have listed are utilized by coaches in the <b><u>7-Step Coaching Model</u></b>, <i>which</i> they will be learning to use in this program.</p> <p>Trainer will make a bridge to the next module on the Benefits of Coaching.</p>	<p>Use Activity # 2</p> <p>Flip chart # 1(FC)</p>

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**Activity #1 for Objective #1**

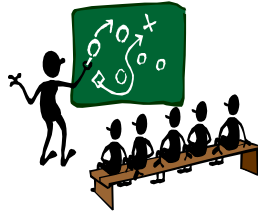
**In your groups, answer the following:**

**Define Coaching:**

**Define Mentoring**

**Is there a difference between coaching and mentoring?  
If so, what is the difference?**

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**Activity #2 for Objective #2**

**Think back to a person who influenced you, motivated you, believed in you and coached you to do better than you thought you could ever do. List the characteristics which made him/her an effective coach.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

### **TRAINING PLAN FOR GOAL #3**

***TOPIC: Goal #3 – State the benefits of coaching.***

<b><i>INSTRUCTIONS/LECTURE NOTES</i></b>	<b><i>TIME/TRAINING AIDS</i></b>
INTRODUCE COURSE MODULE: The Benefits Of Coaching	
ACTIVITY: Out-of-the-Classroom Scavenger Hunt <ul style="list-style-type: none"><li>• Divide learners into pairs or small teams.</li><li>• Ask them to go out into the organization and seek out as many answers as possible to the question, “<i>What are the benefits of coaching?</i>”</li><li>• Give learners hints about where they can go to find the answers (managers, supervisors, colleagues, subordinates).</li><li>• Give learners a specified time to collect their answers and get back to class.</li><li>• When all have returned, lead a debriefing of what learners have discovered. Ask for a volunteer to construct a collective list of benefits on flipchart paper.</li><li>• Add anything you think is necessary to the list that learners may have omitted.</li><li>• Optional: Award small prizes to the team who brings back the most number of benefits; and runner-up prizes for all others.</li></ul>	25-60 minutes <ul style="list-style-type: none"><li>○ Pads of paper</li><li>○ Pens</li><li>○ Small prizes (optional)</li></ul>

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<i><b>INSTRUCTIONS/LECTURE NOTES</b></i>	<i><b>TIME/TRAINING AIDS</b></i>
<p>ACTIVITY: Brainstorming Session with Group on Benefits of Coaching</p> <ul style="list-style-type: none"> <li>• Ask group what they think the benefits are for coaching</li> <li>• Facilitate discussion by asking:               <ol style="list-style-type: none"> <li>1. What are the benefits for the employee, the person being coached? (Sample responses: improves skills, enhances self esteem)</li> <li>2. What are the benefits for you as the coach? (Sample responses: learn new way of improving performance, shows that you care about staff)</li> <li>3. What are the benefits for the organization? (Sample responses: happier employees, better performance, less conflict in workplace)</li> </ol> </li> <li>• Write responses for each category above on flipchart</li> <li>• Summarize answers, noting that being a skilled coach benefits everyone</li> <li>• Recognize and thank participants for their contributions</li> </ul>	<p>10-15 minutes</p> <ul style="list-style-type: none"> <li>• Flip chart and paper</li> <li>• Markers</li> </ul>



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**TRAINING PLAN FOR GOAL #4**

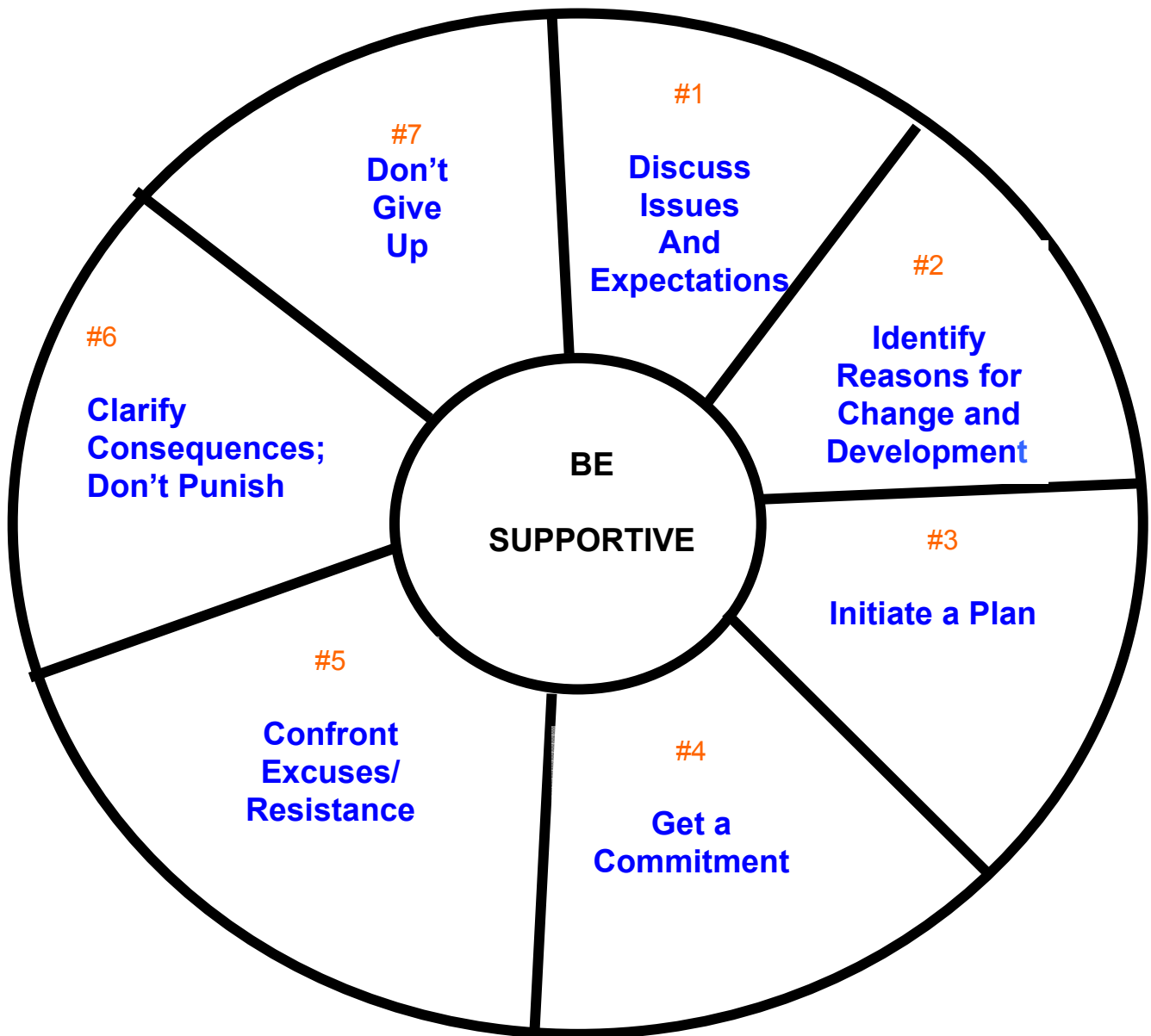
***TOPIC: Goal #4 – Demonstrate good coaching skills.***

<b><i>INSTRUCTIONS/LECTURE NOTES</i></b>	<b><i>TIME/TRAINING AIDS</i></b>
INTRODUCE COURSE MODULE: 7-Step Coaching Model for Good Coaching Skills	
ACTIVITY: 7-Step Coaching Model  Divide the class into 8 small groups. Distribute the 7-Step Coaching Model Handout and assign a Step to each small group. Assign the “foundation” for all steps to the eighth group. Tell groups they have 15 minutes to develop a 5-minute presentation for the entire class about their assigned Step. Request groups to present their “lessons”, beginning with the foundation, and moving through Steps 1-7. Add your own comments to each presentation as necessary.	60 minutes  <ul style="list-style-type: none"><li>○ 7-Step Coaching Model Handout (see <i>Exhibit A at end of this document</i>)</li><li>○ Flipchart Paper</li><li>○ Markers</li><li>○ Masking Tape</li></ul>

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<i>INSTRUCTIONS/LECTURE NOTES</i>	<i>TIME/TRAINING AIDS</i>
<p>ACTIVITY: Collaborative Role Play</p> <ul style="list-style-type: none"> <li>• Develop one scenario with 7 “parts” that relates to each of the 7 steps in the coaching model. Write the scenario on large index cards, putting each part of the scenario that relates to a different step onto a different index card. Make 4 complete sets of index cards.</li> <li>• Recruit two learners to play the role of the coach and two learners to play the role of the “coachee” (person being coached).</li> <li>• Introduce the “first-step scenario” by distributing the appropriate set of index cards to the four role players. Ask each pair to alternate who actually does the speaking. Tell pairs that they will have 15 seconds to confer with each other before making each response. {Optional: Recruit a timekeeper.}</li> <li>• Post the guidelines for being supportive in front of the classroom and remind learners about the “foundation” for each Step.</li> <li>• Start the role-play.</li> <li>• Debrief, as appropriate.</li> <li>• Continue recruiting volunteers and introducing the next step in the scenario until all of the 7 steps in the coaching model has been addressed with a role-play.</li> <li>• Debrief, as appropriate, at the conclusion of each part of the scenario.</li> </ul>	<p>60 minutes</p> <ul style="list-style-type: none"> <li>○ Props, as appropriate, such as signs that say “Coach” and “Person Being Coached”</li> </ul> <p>Sets of large index cards</p>

## **7-Step Coaching Model**



**Exhibit A**

## **7-Step Coaching Model**

### **The Foundation for All Steps: Be Supportive**

Supportiveness is not an option when it comes to coaching. It is a **MUST**. Being supportive is the keystone of the 7-step coaching model. It must occur during each phase. Research shows that the more supportive the coach is, the more successful the change. How does a coach show support? The 10 behaviors exhibited by the most successful coaches are as follows:

1. **Collaboration/Flexibility** – Responsibility is mutually shared for assignments, tasks, and changes, with a willingness to compromise and work together.
2. **Helping/Assisting** – Coach is willing to help out, provide resources, and be available for future consultation.
3. **Empathy/Understanding** – Coach treats the employee's feelings, concerns, obstacles, and difficulties with dignity.
4. **Recognition Of Employee's Value** – Coach expresses appreciation, believes the employee is an important part of the team, and gives the employee a positive sense of self-esteem.
5. **Listening/Interaction** – Willing to give the employee full attention, the coach asks lots of questions and gives the employee time to express ideas, reactions and suggestions.
6. **Recognition Of Employee's Interests/Goals** – Coach is aware of the employee's interests, individual needs, objectives, and aspirations.
7. **Positive Feedback/Credit** – Coach is willing to point out successes and give the employee credit for specific past achievements.
8. **Encouragement/Optimism** – Coach is hopeful, reassuring, and believes that the situation can be solved as a result of the employee's efforts.
9. **Positive Exchange** – Coach's friendly approach focuses on issues in a gentle, non-aggressive, non-threatening, non-judgmental way.
10. **Owning Some Responsibility/Openness** – Coach accepts responsibility for contributing to the situation and doesn't blame it all on the employee. Shares information and insight, and shows trust.

Studies have shown that when a coach neglects these behaviors or does the opposite by harsh, aggressive, and non-supportive comments and actions, the employee develops a perception that the coach is not a partner, is non-supportive, or is even adversarial.

## **7-Step Coaching Model**

### **Step #1 Discuss Issues & Expectations**

The purpose of step 1 is to create an understanding on the part of the employee and the coach of what is really happening. During this time, the coach gives feedback and discusses the concern or developmental opportunity with the employee.

#### **Tips for Step #1**

##### **Improving Performance**

- Don't accuse.
- Allow employees time to vent.
- Be specific, descriptive, non-hostile.
- Accept some responsibility yourself.
- Gather employee input.
- Restate your information and position of the issue you are discussing.
- Clarify expectations.
- Focus on one issue.

##### **Developmental Opportunities**

- Discuss varying options for developmental opportunities.
- Explore career aspirations and career paths.
- Discuss strengths to build on.
- Explore new skills areas to develop with the employee.

### **Step #2 Identify Reasons for Change or Development**

In this step, the coach explains why the employee should consider revising his/her action or approach. This is a transition period when you and the employee start looking at corrective actions and commit to the process of change or development.

#### **Tips for Step #2**

##### **Improving Performance**

- Rock the boat.
- Open the employee's eyes by examining costs & benefits of current actions.
- Ask questions, listen & discuss, then recap and clarify your point of view.

##### **Developmental Opportunities**

- Discuss career advancement, enhancement, cross training, or whatever is appropriate for your agency.
- Discuss opportunities for learning and the potential for making value-added contributions to the workplace.

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#### **Step #3 Initiate a Plan**

This is the act of creating, developing and negotiating a plan to correct the situation with the employee or design developmental opportunities.

##### **Tips for Step #3**

###### **Improving Performance**

- Involve the employee.
- Be specific, simple, clear and feasible.
- Identify resources that will be needed.
- Set goals.
- Establish timetables.

###### **Developmental Opportunities**

- Involve the employee.
- Be specific and realistic.
- Identify resources that will be needed.
- Set interim goals and timeframes for each.

#### **Step #4 Get a Commitment**

It is easy to assume that, because a plan has been developed, the employee “buys into” it, and will begin to implement it. The coach must obtain a commitment from the employee that he/she believes the plan can be accomplished as designed.

##### **Tips for Step #4**

###### **Improving Performance**

- Get a commitment.
- Initiate the first and easiest step of the plan immediately. Don't let the employee sit around and wait.
- Read the response clues (“*I won't*” means lack of motivation to change, or belief that the plan won't work. “*I can't*” means knowledge, skill or ability is lacking.)

###### **Developmental Opportunities**

- Get a commitment.
- Initiate the first step toward the first interim goal.
- Set up a series of follow-up meetings.

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## **Step #5 Confront Excuses/Resistance**

The kind of excuses and resistance that surface during the planning and commitment stages are the ones coaches need to be most concerned about. They pose a potential threat to the action plan.

### **Tips for Step #5**

#### **Improving Performance**

- Don't focus on the excuse, focus on what can "fix" it.
- Redirect the employee's thoughts and energy into realistic plans that are more feasible.
- Ask the employee to offer up concerns, obstacles, or potential problems.
- Don't give up, focus on performance.

#### **Developmental Opportunities**

- Re-negotiate the action plan but don't ignore or abandon it.
- Create opportunities for practice.
- Make it safe to make mistakes and help the employee learn from them.
- Remove any barriers you can. For instance, can you adjust the employee's workload to allow sufficient time to devote to a developmental activity?

## **Step #6 Clarify Consequences, Don't Punish**

Look to the future - positive consequences have more impact.

### **Tips for Step #6**

#### **Improving Performance**

- Use discretion. A sledgehammer may not be necessary.
- Emphasize the positive – it has a higher impact.
- Focus on natural outcomes – a glass of water is going to be emptied when held upside down.
- Relate consequences to personal goals of the employee.

#### **Developmental Opportunities**

- Debrief lessons learned.
- Adjust or reframe expectations and timelines as circumstances warrant.
- Help the employee to visualize final outcomes.

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#### **Step #7 Don't Give Up**

This step illustrates your commitment to the employee. Trusting the process and having the “supportive-toughness” are the key features. Do not let yourself or the employee off the hook. If you invest the time and energy in getting the employee to understand the problem or opportunity, and plan a course of action, you need to invest some definitive time for follow-up. These follow-up sessions are often the most valuable because now it is you and the employee discussing the plan and how to make it work better, or how to make the partnership work better. The focus is on renewing commitments and revising plans, and away from the employee.

All your good work and intentions could be wasted for the want of a series of brief review meetings to evaluate progress or needed changes.

#### **Tips for Step #7**

##### **Improving Performance**

- Set a follow-up meeting date or dates.
- Be persistent – don't give up until the issue is resolved.
- Be willing to adjust plans.
- Be willing to spend the time needed.

##### **Developmental Opportunities**

- Work the plan.
- Reward small wins.
- Follow through with what you said you would do.

Adapted from: The Coach: Creating Partnerships for a Competitive Edge. Steven J. Stowell, Ph.D. and Matt M. Starcevich, Ph.D. Center for Management and Organization Effectiveness, 5<sup>th</sup> printing, May 1990.



## **TRAINING PLAN FOR GOALS #5 & #6**

***TOPIC: Goals #5 & #6 – As the coach/mentor, identify an individual to coach. And write an action plan for that individual.***

<b><i>INSTRUCTIONS/LECTURE NOTES</i></b>	<b><i>TIME/TRAINING AIDS</i></b>
INTRODUCE COURSE MODULE: Identify a person to coach and write an action plan.	
ACTIVITY: Identifying a person to coach. <ul style="list-style-type: none"><li>• Pass out to each learner a large sheet of paper that has an outline of a person. Down the middle of the diagram is a line. On one side of the line is labeled “Current Strengths”, the other side is labeled “Desired Performance”.</li><li>• Ask each learner to think of a person (either a colleague or a subordinate) that they would like to coach. Without naming the individual, ask learners to brainstorm a list of the individual’s current strengths. Record the ideas on the paper. Now request a brainstorm list of desired performance (or areas for improvement). Record these ideas on the appropriate side of the paper.</li></ul>	15 minutes <ul style="list-style-type: none"><li>○ Large sheet of paper with an outline of a person. Down the middle of the diagram is a line. One side is labeled “Current Strengths”, the other side is labeled “Desired Performance”</li><li>○ Pens, Pencils, Markers</li></ul>

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<i><b>INSTRUCTIONS/LECTURE NOTES</b></i>	<i><b>TIME/TRAINING AIDS</b></i>
<p>LECTURE NOTES:  Options for Development/Coaching</p> <p>Discuss various development/coaching options. These ideas will be incorporated into the Action Plan that each learner will create. Elicit ideas from the class. Some examples of development/coaching alternatives include:</p> <ul style="list-style-type: none"> <li>• Training courses</li> <li>• Library resources</li> <li>• Work assignments</li> <li>• College courses</li> <li>• Simulations</li> <li>• Small group activities/assignments</li> <li>• Observations</li> <li>• Field trips</li> <li>• Case studies</li> <li>• Benchmarking</li> </ul>	<p>5 minutes</p> <p>Handout of ideas.</p>
<p>ACTIVITY: Developing An Action Plan</p> <p>Divide the class into pairs. Distribute blank Action Plan Templates.</p> <p>Tell pairs that they each will have 30 minutes to develop a plan for the individual they identified. At the end of 30 minutes the pair should switch the focus to the other individual.</p> <p>As a pair, review the picture of the individual that was created. Based on the information presented, discuss alternative coaching/development activities. Discuss the pros and cons of the various options. Prepare an Action Plan in as much detail as possible.</p>	<p>60 minutes</p> <ul style="list-style-type: none"> <li>○ Action Plan Templates</li> <li>○ Pens, Pencils, Markers</li> </ul>

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<i><b>INSTRUCTIONS/LECTURE NOTES</b></i>	<i><b>TIME/TRAINING AIDS</b></i>
<p>AFTER COURSE FOLLOW-UP ACTIVITY: Evaluating Coaching Performance</p> <p>One way to measure success as a coach is to solicit feedback from the person you are coaching. An easy and relatively risk free method is to ask the person(s) you are coaching to complete a simple Agree/Disagree questionnaire. The following is an example of a sample questionnaire</p>	<p>Handout: Evaluating Coaching Performance</p>



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***COACHING/DEVELOPMENT OPTIONS***

The following is a list of coaching/development options. Add to list based on the class discussion.

- Training courses
- Library resources
- Work assignments
- College courses
- Simulations
- Small group activities/assignments
- Observations
- Field trips
- Case studies
- Benchmarking
- \_\_\_\_\_
- \_\_\_\_\_
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## Measuring Coaching Success

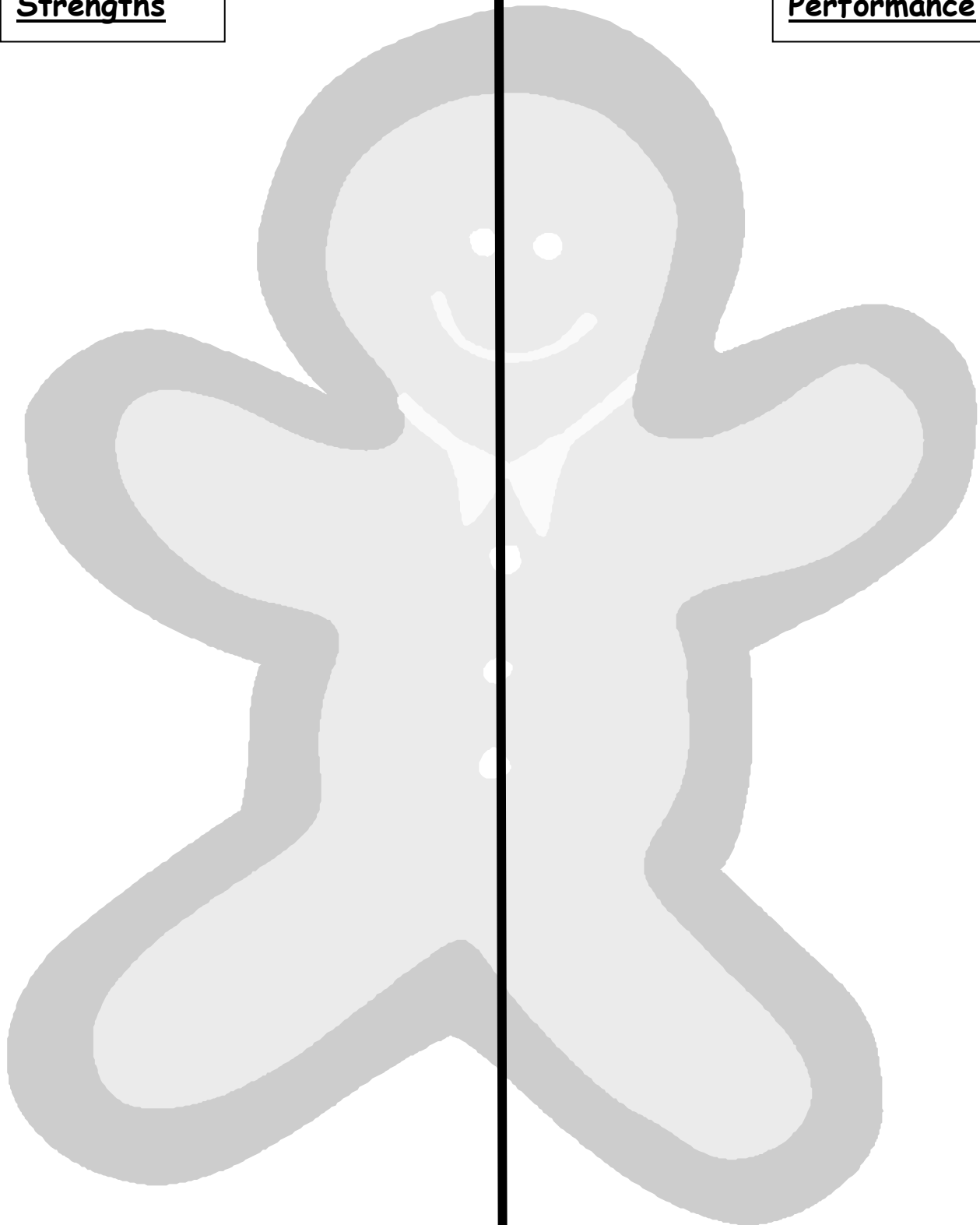
Please indicate whether you agree or disagree with the following statements about your "coach/mentor". Please feel free to add comments.			
	AGREE	DISAGREE	COMMENTS
1. Frequently tells me how I am doing.			
2. Gives me both positive and negative feedback.			
3. Tells me what he or she expects of me.			
4. Asks my opinion and involves me in decisions that affect me.			
5. Keeps me informed about changes taking place in the organization.			
6. Does not use threats or intimidation.			
7. Acknowledges my extra effort with some type of praise or recognition.			
8. Takes the time to explain new assignments and makes sure I understand.			
9. Provides the training and resources I need to do my job.			
10. Treats me with respect.			
11. Is not afraid to admit his or her mistakes or to say, "I'm sorry."			

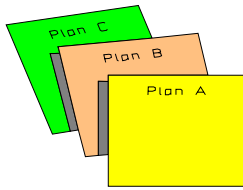
Source: Lawson, Karen (1996). *Improving Workplace Performance Through Coaching*. American Media Inc. (Urbandale, Iowa: Provant Media).

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Current  
Strengths

Desired  
Performance





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**COACHING ACTION PLAN**

<i><b>Action</b></i>	<i><b>Resource(s)</b></i>	<i><b>Target Date</b></i>	<i><b>Status</b></i>